

**THE APPLICATION OF SPEECH IN IMPROVING STUDENTS
SPEAKING ABILITY AT THE THIRD YEAR OF SMA
MUHAMMADIYAH 6 MAKASSAR**



A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education Department of
Tarbiyah and Teaching Science Faculty of
UIN Alauddin Makassar**

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2010**

PERNYATAAN KEASLIAN SKRIPSI

Dengan senantiasa mengharapkan ridha Allah SWT, yang bertanda tangan di bawah ini menyatakan bahwa skripsi ini adalah benar-benar hasil karya penyusun sendiri. Jika di kemudian hari terbukti bahwa skripsi ini merupakan duplikat, tiruan atau dibuat oleh orang lain secara keseluruhan atau sebagian, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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The Writer,

M A R Y A M

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ABSTRACT

Name : Maryam
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Title : The Application of Speech in Improving Students' Speaking Ability at the Third Year of SMA Muhammadiyah 6 Makassar
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This thesis aimed at finding out whether or not the use of speech is able to improve the Students' Speaking ability at the third year of SMA Muhammadiyah 6 Makassar.

The problem statements of this research, is the application of speech can improve the students speaking ability at the third year of SMA Muhammadiyah 6 Makassar?

In carrying out the research, the writer applied experimental method to show the stimulus of the students' ability in learning English unaffected or affected by using Speech at the third years students of SMA Muhammadiyah 6 Makassar. The population of the research was the third year at SMA Muhammadiyah 6 Makassar which consisted of 30 students. The sample consisted of 30 students which was taken by using total sampling. To collect the data of the research, the writer used a test of speaking, which employed test of speaking to find out the students' speaking ability in learning speaking through apply Speech.

The instrument of the research is pre test and post test, it was used to measure the ability of the students. The result of the study indicated that by the application of speech is quite effective in improving the students' speaking ability. It was proved by the t-test value (12.63) which was greater than t-table (2.045) therefore, it can be concluded that there is significant difference of the students' speaking ability before and after the treatment through the application of speech.

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CHAPTER 1

INTRODUCTION

This chapter deals with background, problem statement, the objective of the research, the significance of the research, and the scope of the research.

A. Background

Improving the students' speaking ability is one of the goals in teaching English as a foreign language. So, how to enable them to use the language in social interaction either in or out of the classroom is very essential.

Teaching speaking at Senior High School in Indonesia is one of the main focuses in English teaching. The principle of teaching should be communicative because the graduates of senior high school are directed to have life skill for communication to meet the need for working opportunity. Besides, they can continue their study to their higher level. Most people tend to measure the English command of their students from their speaking ability. Therefore, the English teacher should find out the effort on searching and creating a new model in presenting materials, in order to increase the students' ability to speak English.

Many teachers make efforts to make their class interesting with various methods, techniques, instruments and materials in order to stimulate the

students' to learn English. In an oral English class as, for example, students are served with conductive learning activity so they can speak English as well as possible. The first thing a teacher should create is the best condition for learning, as an instrument to see that learning takes place. The teachers' responsibility is to create a situation that provides opportunities and stimulate the students to communicate English orally that they may have at disposal, this giving them confidence or brave to speak in improving their speaking English.

English teachers have many handicaps in teaching English. One of them is the students' low achievement in speaking English is probably due to the lack of opportunity in practicing it. It means that the mastery of speaking English need much time to practicing it. Realizing such condition in speaking class, English teachers should be more creative to look for the best way of communicative activities that urge and motivate the students to improve their ability to speak English.

The communicative approach does not focus on grammar mastery which usually handicaps the students to speaking. Using grammatical English causes students to be anxious whether their speaking is correct. Consequently, they are passive in oral communication and afraid if what they say is ungrammatical correct.

Teaching speaking in Indonesia is considered to be the most difficult among the skill of language. Nunan (1993) stated that spoken language needs the mastery of vocabulary, pronunciation, structure, and the social context of culture and situation. In short, it needs the mastery of the linguistics and the cultural competence. Besides, speaking is difficult, more effort is required on the part of the students and teacher. Teacher needs to give the students' activities to practice the new speech habit. This means that practice speaking need much time to fulfil the requirements of the mastery of spoken English, either from school or the environment. Rivers (1989) stated that the teacher should give the students opportunities to practice speaking. She further stated that if the students are able to practice the new speech habit throughout as the children do in his native language, the problem of speaking fluency of foreign language would be lessened.

To succeed the teaching for developing speaking ability, there is a methode proposed, namely speech. As a teacher should stimulate the students about self efficacy to build the students knowledge to apply Speech. Concept of self efficacy lies at the center of Banduras social cognitive theory, which emphasizes the role of observational learning and social learning and social experience in the development of personality. According to Bandura's theory people with high self-efficacy that is, those who believe they can perform well

are more likely to view difficult tasks as something to be mastered rather than something to be avoided (Wikipedia, 2010).

Smith and Betz measured social self efficacy using an instrument developed and tested called the Scale of Perceived Social Self Efficacy (PSSE), which they describe as a measure of self efficacy expectations with respect to arrangement of social behaviors. Their instrument measured six domains: making friends, pursuing romantic relationship, social assertiveness, performance in public situation, group or parties, and giving or receiving help (Wikipedia, 2010).

B. Problem Statements

Based on the background above, the researcher states that the problem statement of this research:

“Can the application of speech improve the students’ speaking ability at the third year of SMA Muhammadiyah 6 Makassar?”

C. Objective of the Research

The objective of this research to find out whether the application of speech can improve the students’ speaking ability at the third year of SMA Muhammadiyah 6 Makassar or not.

D. The Significance of the Research

The result of the research is expected to be useful information for English teacher about the application of speech in teaching Speaking skill and is expected to be worthwhile information for all students (audience and readers), so that they can utilize it as a media, not only as entertainment but also to increase their knowledge. It is hoped that it gives a meaningful contribution to the students improve their Speaking skill.

E. The Scope of the Research

The scope of the research is limited to the application of speech in improving the students speaking ability at the third year of SMA Muhammadiyah 6 Makassar.

F. Operational Definition of Terms

In this section, the writer would like to give the operational definition of the topics, to avoid misunderstanding, the writer tries to explain some important words, and they are:

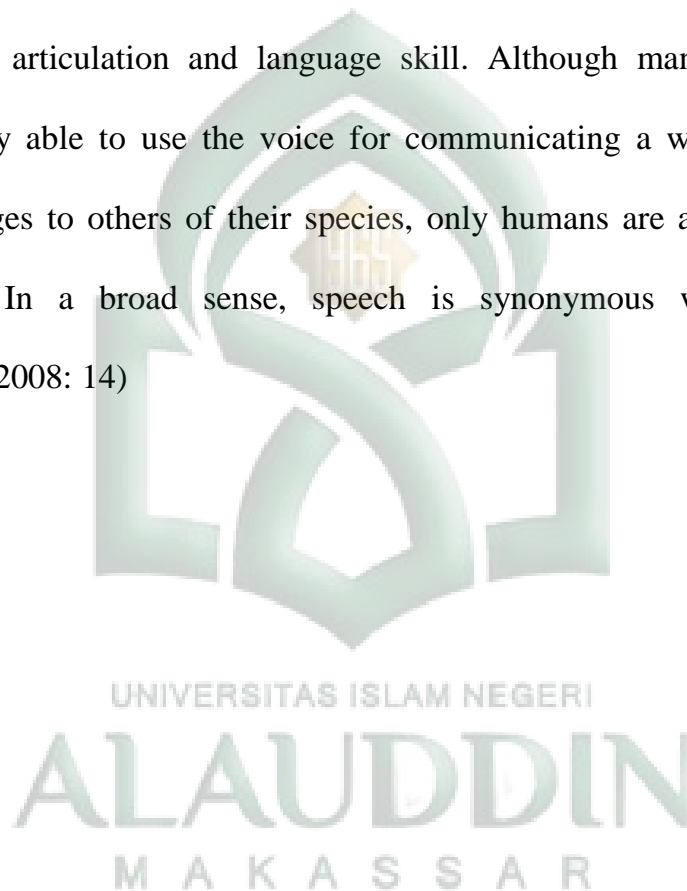
1. Speaking Ability

Speaking Ability is ability to communicate information, ideas and experience in speaking form so that others can understand (with clarity of thought, organization, and good sentence structure and pronunciation), a broad

ability that involves a number of other speaking sub skills (knowledge of grammar, structure, vocabulary and how to organize sentence or paragraph).

2. Speech

Speech is a learned system of communication requiring the coordinated use of voice, articulation and language skill. Although many animals are physiologically able to use the voice for communicating a wide a range of simple messages to others of their species, only humans are able to produce true speech. In a broad sense, speech is synonymous with language, (Walhidayah, 2008: 14)



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature dealing with some related research findings, some pertinent ideas, resume, conceptual framework, and hypothesis.

A. Some Related Research Findings

Akmal (1994), reported that speakers in speech have to plan what to say based on how they want to change their plan into execution uttering the sign, words, phrases, and the sentences that make up the plan to organize their speech.

Rahman (1997), reported that the students of English Department of FBS IKIP Ujing Pandang are anxious in speaking English and their psychological factors mostly caused the students anxiety in speaking performance are shy to speak English, lack of self confidence and the students seldom speak English.

Kamaruddin (2001), reported that oral communication can improve speaking ability of students. Communication is an exchange between people, of knowledge, of information, of ideas, of options, of feelings, so there must be concepts and ideas in the speakers of what they are going to say.

Lamu (2004), in his research about using English seminar strategy revealed that this strategy can improve the speaking performance of the students because it is designed to enable students to express their ideas both in oral and written form.

B. Some Partinent Idea

1. Speaking

a. Defenition of speaking

As a skill that enables us to produce utterance, when genuinely communicative speaking is desired and purpose-driven, in other words, genuinely wants to communicate something to achieve a particular end (Joyce, 2007).

Speaking skill is known as oral skill that play essential role in human interaction and communicative when people communicate their idea and feeling to other. To deal so far with the concept of oral skill, there are some definitions given by linguists as the following:

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown: 1994).

Byrne (1976: 8) states that, oral communication is two ways process between the speaker and the listener and in values the productive skill as

speaking and receptive skill as listening, so, both speaker and listener are active during the oral communication takes place. This means that, a speaker may express his/her mind to the listener and the listener later gives response related to the topic they talk about.

Harmer (1991:46-47) point out that, when the people engaged in talking to each other, they can be fairly sure that they are doing so for a reason probably makes the following generalization:

- 1) He wants to speak general way to suggest that, a speaker makes a definite decision address someone. Speaking may be forced on him in some way but he can still say that he wants intends to speak, otherwise he will keep silent.
- 2) He has some communicative purposes that, speaker says things because they want something to happen as a result of what they say.
- 3) He selects his language store; the speaker has an infinitive capacity to increase new sentence if he is a native speaker.

Relating to the statements above, speaking is a way of conveying message from one person to others. It is the most essential way in which the speaker can express himself through language.

b. Kinds of Speaking

Speaking is commonly divided into two kinds namely speaking performance and speaking competency.

1. Speaking performance

According to Saenab (2007), performance is the person's process or manner of a play. Therefore, researcher may conclude that speaking which is assessed through how the fluency and accuracy. According to him, accuracy is the manner the people in using appropriate words and the pattern of the sentences while fluency is someone's way of speaking dealing with how to produce words in certain period of times without missing any main words on their speech.

2. Speaking competency

Further, Saenab (2007) states that competency is having the ability, skill, and knowledge to do something. Then, through this basic definition, researcher may also infer that speaking competency is the ability of someone to speak which is supported with adequate skill and knowledge and it is not assessed how it is delivered.

For further information, some researchers are confused; therefore researcher has to differentiate between competency and performance.

.According to Savignon in Suhartono (2006:24), there is a theoretical difference between competence and performance, competence is defined as a presumes underlying ability, and performance as the overt manifestation of that ability, competence is what one knows. Performance is what one does. Only performance can be developed, maintained, and evaluated.

c. Factor Influencing the Students' English Speaking Ability

Most of the students assume that, speaking is the most difficult skill to master comparing to other skills of English. Therefore, Salmon (2003) states that there are some factors that make the students fail in speaking skill, they are:

a. External Factor

1) Vocabulary

Vocabulary is the most important thing to be mastered for those who want to be skillful in speaking.

2) Functional grammar

One factor that can influence the students' speaking ability is functional grammar. The frequency of the students actively sometimes the students want to speak with other people, but they lacks information of grammar.

3) Appropriate topics

In learning and teaching process, teacher should give students the same opportunity to speak in front of the classroom or there should be many interesting aids that could arouse the students' interest to speak enthusiastically.

4) The teacher's technique in teaching

In teaching English, teacher should have appropriate techniques, so students will be interested and understanding the lesson.

b. Internal Factor

1) Attitude

Keeping in mind that attitude as one of complex factors related to second language learning achievement and most theorist have defined it in different way. In brief, attitude refers to some aspects of individual respond to an object. Nevertheless, it is clear that attitude has a great important part in teaching learning process. It can give amount of influence in reading of the students' act, depending on the stimulus.

That is why a teacher has a facilitator, automatically should prepare stimulus before starting teaching, he/she must have a good interaction, have a good attitude toward the subject matter because they often influence the instructional goal selected by the teacher.

2) Motivation

Motivation is a second factor that might influence the students to speak, because motivation to learn a language has been conceptualized as combination of a positive attitude to learn and effort expended in that reaction. Researcher can say that, motivation is the relative amount of energy that is fit into teaching goal, in example the students will study hard when they get the examination in order to obtain an excellent grade while other students do not care whether they pass or not. Both of the students are motivated to attend college, but researcher can say that, the first students are more highly motivated than the second one, because they have exerted energy to study. Gard and Lambard in Rijal (1996) describe two kinds of motivation in learning a foreign language; they are interactive motivation and instrumental motivation. Each of them has purpose, interactive motivation is learning foreign language in order to be able to make interaction with the native speaker, and it indicated that, the learner has personal interest. Instrumental motivation is concerned with reasons why they study a foreign language, such as occupation, social respect, and economic advantages. Based on the two types of motivation, researcher decides that, the students are willing to

know a foreign language should have a good motivation. In other word, motivation has an effect to the students in studying foreign language.

3) Intelligence

Someone who knows and understands his/her potential is a form of happiness, so he/she can use their potential as maximal as possible. By intelligence, the students can analyze the entire problem and can anticipate their future. As students, the intelligence has a crucial important role in influence their speaking ability; in addition, it is associated with the ability to learn and successfulness of the students in the second language learning.

4) Self confidence

Confidence is one of obstacles faced by the students in manifesting their ability in learning a foreign language. The students who have enough vocabulary, a good structure in writing, sometimes they are doubtful toward what they have memorized and mastered to produce oral form. These failures cause the students to have decrease self-confidence about what they have known. Nevertheless, we must bear in mind that speaking is oral communication. Speaking to other people need bravery, even though there many students have no

confidence in speaking, in fact, they feel embarrassed to speak a foreign language, especially English. It is true to say that the students' successful based upon self-confidence stimulus which given by the teachers besides from the students themselves.

5) Frequency of practice

Language is habits, which mean that all the languages need exercise in order to make our tongue fluently in speaking. Language in practicing is usually more relevant to the need of students; therefore, the students must be given many opportunities to practice what they have received particularly when they are studying English. Its relation, this is needed to build up the self-confidence of the students in using their vocabulary. In other words, they should try to pronounce and structure without too much hesitation. The most important thing in practicing speaking is the teacher give more time to students to express their idea by speaking in English and practicing speaking in out side the classroom.

6) Situation

Informal situation, the students can speak freely the situation such as meeting in group discussion, joining in seminar are really difficult for the students to express their idea, this factors influence the students speaking ability because they always afraid to make mistake in speaking. (SIL international, 1999:2) there are three kinds of speaking situations:

- a) Interactive,
- b) Partially interactive, and
- c) Non-interactive

Interactive speaking situations include face-to-face conversation and telephone calls, in which students are alternately listening and speaking, and in which students have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on the faces and body language whether or not he or she is being understood. Some of few speaking situations may be

totally non-interactive, such as when recording a speech for a radio broadcast.

d. Elements of Speaking

As the other skills in English, in speaking there are some specific elements that have strong correlation with this skill, those things are categorized in four skills, they are:

a. Pronunciation

It is the manner of pronunciation something articulate utterance, certainly it is realized that pronunciation is one of speaking elements that have strong relation with vowel and consonant, stress and intonation. Pronunciation, intonation and stressed are learned by way imitating and repeating. Therefore, teacher of English should have good standard of pronunciation in order that the learner can imitate their teacher in teaching and learning process.

b. Vocabulary

It is impossible to speak without mastering vocabulary; therefore, this element is somewhat essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and use them. Thus, they

need to practice more to keep them in mind. Mc. Kenhill in Suhartono (2006) again states that, the words and phrases are usually alphabetically arranged and explained. Furthermore, Harmer (1991) distinguishes two types of vocabulary in the words. Active vocabulary and passive vocabulary produced is the words, which teacher wants students to understand, but they will not use themselves. In addition, someone can be considered of having good vocabulary use, when the vocabulary produced is large (lack of repetition) or appropriate with certain situation of dialogue or speech. Vocabulary is the context and function word of language that knows as a part of child understanding spelling, and later reading and writing.

The stress, rythm, intonation within the role of articulation words. The utterances do not flow as like what the language learners conveys necessary, but the utterances are.

2. Speech

a. What is Speech?

Speech is the formal talk of the general word for discourse that is delivered to an audience whether it is prepared or not an oration should be an expressive, rhetoric and verbose speech only, especially

for special opportunity. Despite that, speech has the aims to inform and instruct the audience for some knowledge.

Speech is a learned system of communication requiring the coordinated use of voice, articulations, and language skill. Although many animals are physiologically able to use the voice for communicating a wide range of simple messages to others of their species, only humans are able to produce true speech (as opposed to the skills in speech mimicry of such birds as parrots and mynae). In a broad sense, speech is synonymous with language.

b. Kind of Speech

Carlile (1994) has divided into three kinds of speech based on its specific purpose. The three types of speech classified by Carlile are as follows:

1. Speech to inform

The intention of this speech is to add more to the audience's knowledge by presenting new experience, ideas and information for the audience.

Several speeches to inform include:

- Speech to inform
- Speech to description

- Speech to definition
- Announcement
- Explaining process

2. Speech to persuade

This speech intends to change the member of the audience in several ways. Attitudes, or even behaviors and the opinion of the audience can be changed by the speaker on a topic itself.

Some speeches to persuade include:

- Speech to convince
- Speech to stimulate
- Speech to get action

3. Speech to entertain

This speech intends to provide a comfortable experience for the audience. It is not comedy routine or a collection of jokes, but rather a speech which entertains or amuses for the listener only. Some speeches to entertain include:

- Humorous speech
- After dinner speech
- Master/mistress of ceremonies.

c. Aspect of speech

Carlile (1991) and Burgoon (1974) state that there are two aspects in speech, namely non-verbal cues and language:

1. Non verbal cues

The Non verbal cues will be influencing the way the speakers respond to the audience and vice versa. All of these cues should be understood and interpreted within a context. There are elements of non verbal cues namely:

a) Personal appearance

About the clothing of the speaker

b) Physical behavior

It includes all the movement of the body such as posture, facial expression, and eye contact as well as movement like walking and gestures.

c) Vocal behavior

About articulation, pronunciations, stress, sound correctly and vocal characteristics like volume, rate, pitch, and pauses.

2. Language

The choirs of languages and words use are effective for a speech. Competent speakers and incompetent ones depend on their qualities of speech are clarity vividness and appropriateness.

- a. The students in speech performance
- b. The standard in speech performance can be divided into two points:

Vocal

- a) The volume of voice, in order to be determined to the loudest and lowest limit by paying more attention on the room space and sum of audience.
- b) Articulation (the pronunciation of each syllable should be clear enough). Please avoid the nasalized voice.
- c) Inflection, the song of the sentence pronunciation rhythm and the stress of intonation/tone and exactly time on essential.

Physic

- a) Posturing (for the whole of posturing and dressmaking are arrangement as sympathetic possible).

- b) Facial expression (the change of face) in accordance with the time of inflection.
- c) Gesture (the movement of body) is not exceeding.
- d) Movement (the change of place) from sitting down to standing up then getting on the speakers platform and so on, always natural and patient without artificial.

d. Stage in Arranging Speech

There are five phases in arranging the speech, namely:

1. First stage

Finding out the material or collecting a selective material and relevant with the theme

2. Second stage

The arrangement of systematical framework

3. Third stage

The correction toward the style of language (figure of speech), redaction and formulation of words that are used

4. Four stage

Memory as the reflection again in order to be fully mastered

5. Fifth stage

Pronunciation (studying and training the pronunciation, tone and its spirit)

Something that should be realized in operating the task of persuasion, among other are:

- The speaker realizes that whether the purpose of being put forward in his discussion.
- The speaker, besides as the subject all at once as the perspective object toward the reflection and the reaction of the listeners.
- The speaker should be able to adjust himself so that not isolated from his listener.
- The speakers should inspire of what he is spoken, in order to be able to speak at fully natural feeling.

e. Opening speech

The major purpose of opening the speech is to awaken the attention, to make clear the background of discussion, and create a good impression about communicator.

The compass of opening speech:

1. Mentioning directly the main of problem
2. Describing the background of problem
3. Connecting with the very latest event or the incident is becoming the center of attraction of the audience.
4. Connecting with being commemorated event
5. Connecting with the place of the communicators speech like the historical even function and other things relevant with the main of conservation,
6. Connecting with the emotional atmosphere (mood) is being experienced by the audience, cheerful and sad atmosphere.
7. Connecting with the historical event that happened in the past time.
8. Connecting with the vital importance of the listener.
9. Giving the compliment or pries to the audience on their achievements.
10. Starting with surprise statements for audience of being surprised with the fact statement or remarkable opinion.

11. Put forwarding a provocative question and series of question.
12. Starting the question. The president of Suharto said ...
13. Narrating factual story, fictive of hypothesis situations.
14. Narrating the personal experience.
15. Stating the theory of principle that are admitted its correctness.
16. Making a humor.

f. Closing Speech

A bad closing speech is to stop suddenly, it had better to memorize outside of the brain. The closing of speech should be previous planned.

The way of closing speech according to Agus (2000) namely:

1. Concluding or put forward the outline of discussion the main problems is back mentioned.
2. Restarting the main idea with different sentences and word.
3. Motivating the audience for the action (appear for action) the action can be physical response.
4. Ending with climax

5. Starting the proverb quotation like Bible, Holy Al-Quran, proverb, or the experts' sayings.
6. Narrating the example can be the illustration from the theme of discussion.
7. Explaining the truly intention of the speakers.
8. Praise and appreciate the audience.
9. Making a humorist statement (anecdote)

g. Delivering an Effective Speech

Talking before an audience can be a nightmare to some people, why? Because, they are afraid of making fools of themselves in public, voice trembling, hand shakes, and body sweating.

Giving a speech is not impossible even for people who are basically shy. Good preparation is the key. How do you prepare effectively for a speech? Read on.

Some people are natural born orator. To them, speaking before an audience is just like having a dialy conversation. They do not considerate a burden. An example of such as person is our first president Sukarno. However, of you were not born with his talent, you do not need to worry. You can always learn how to give an

effective speech. You may not be as good, but at least you will be able to attract people's attention and make them listen.

To give a good speech, you should keep in mind a few requirements for effective public speaking. Here are some tips:

1. Keep in simple

If you want to be an effective public speaker, get straight to the point. Do not bore your audience with confusing language full of technical or special words. Instead, use simple words. At the end of the speech, the audience will usually retain only one or two main ideas.

2. Get organized

No matter how short your speech is, it must be organized. State your attention to the audience, tell them your objectives, explicitly, and go to that point you can choose any route to get there and interludes are sometimes useful, but do not use it too often.

3. Make it short

Do not torture your audience with a long speech. Instead, be brief and informative. No body can stand listening to a speech for a long time. How long is short time it depends on several things such as the mood of the audience, weather condition (if the

speech is given outdoors) and the time limit imposed by the committee.

4. Be real

If the speakers have experienced something and the speaker want to share it with the audience, do so. Make the audience feel as the speaker did. Do not claim other people's experience as yours, because speakers cannot be as expressive when speakers are telling someone else's story.

5. Take charge

Use the first minute of the speakers speech to get people attention. Do not start before the speaker sure that they are ready to listen. Making eye contact is essential find at least three friendly faces- one on the left, one on the right, and one on in front of the speaker, with whom make eye contact. By doing so, the speaker will take charge of the audience

6. Do not read, talk.

It is impossible to the speakers to make eye contact when the speakers have to read. Therefore do not read. If you are afraid of forgetting about something you are going to say, use notes.

7. Relax

Tension is not a feeling monopolized by inexperienced person. People when often give speeches some time get nervous before talking to an audience the way to overcome this problem is by breathing from their diaphragm it will help speakers relax.

Now speakers know what to do before speakers find self standing in front of an audience giving a speech. Actually, public speaking is not as difficult as speakers might imagine. Everyone who can talk is capable of public speaking.

The ways to deliver a good speech are as follows:

- Maintaining the usual contact and the contact of mental with the audience.
- Using and dive of symbolization (attributes), so that their voice gives the Vichy meaning on language.
- Using a visual training.
- In the delivery speech, speakers should remember three of the letter “P” are:
 - a. Poise: self-confidence, emotional peace and credibility.
 - b. Pause: an exactly pause shown the use of a good vocal (vocal training)

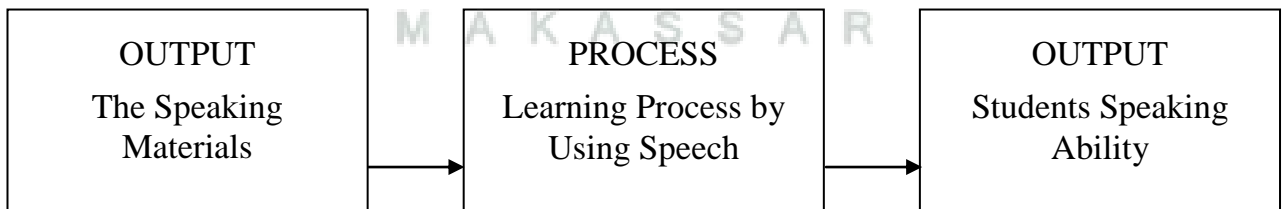
- c. Pose: their performance in front of the audience.

C. Resume

Speaking is a way to form oral communication. Some one who speaks means that he informs ideas, feelings, and message to listener and the listener receive their messages. So there is an interaction to each other.

Beside that, some previous research findings, there are many ways to improve speaking performance. But in this research, the researcher takes speech technique to improve the students speaking ability. This research refers to how the making speech can make students delivery good speech. By using speech will make easy to organize their speech. In this case, the senior high school students are rarely found opportunity to delivery speech, moreover speech in English. That is why the researcher wants to introduce one method to make easier in delivering speech.

D. Theoretical Framework



The three variables above; input; process; and output are briefly classified are as follows:

- a. INPUT: This reasearch refers to the technique of teaching speaking students.
- b. PROCESS: Process refers to the implementation of the input variabels in the classroom using speech.
- c. OUTPUT: The output refers to the students speaking ability.

E. Hypothesis

This research presents hypothesis, namely:

H_0 : The application of speech is not effective to improve the students' speaking ability of the third year of SMA Muhammadiyah 6 Makassar.

H_1 : The application of speech is effective to improve the students' speaking ability of the third year of SMA Muhammadiyah 6 Makassar.



CHAPTER III

RESEARCH METHOD

This chapter presents the research design, operational definition of variables, population and sample, instrument of the research, procedure of data collection and technique of data analysis.

A. The Research Design

The research used experimental method. It aimed to find out the students' ability of using speech in improving the students speaking ability for the third year students of SMA Muhammadiyah 6 Makassar.

The design of the research was one group pre-test and post-test design. The comparison between pre-test and post-test score depends on the success of the treatment. The design is:

Pre-test	Treatment	Post-test
O ₁	X	O ₂

(Tuckman, B.W., 1999:160)

B. Time and Location of the Research

The research was started on 12th July 2010 and the research location is at SMA Muhammadiyah 6 Makassar on Jl. Muhammadiyah No. 51 B Makassar.

C. Population and Sample

1. Population

The population of the research is the Third Year of SMA Muhammadiyah 6 Makassar in academic year 2010-2011 that consisted of two classes. Each class has 15 students, so, the total of population is 30 students.

2. Sample

For the effectiveness of the research, the researcher took 30 students as the sample of the population by using total sampling technique.

D. The Instrument of the Research

The speaking test is given to the students to know their ability in speaking. The test is divided in two types, namely pre-test and post-test. The pre-test is the speaking test given before the treatment. In this test, the students are asked to deliver free speech. The second test is post-test which was given after the treatment.

E. The Procedure of Data Collection

The following procedures used to collect the data:

1. Pre-test

Before doing the treatment, the students were given pretest. The students spoke one topic in maximum four minutes to know their knowledge in speaking.

The pre-test was conducted on the 12th July 2010. In collecting the data, the researcher administered a pre-test. It consisted of the students' opinion about the topic that was given by the researcher one by one.

2. Treatment

After giving the pre-test, the researcher conducted the treatment to the students by the application of speech. This treatment was done for eighth meetings, which took 90 minutes in each meeting. The application of speech is to improve the students' speaking ability are follows:

1. The first meeting, the researcher conducted evaluating of the students errors during the speech in the pre-test. After that, the researcher introduced one methode "speech" before they deliver their speech on the next day.
2. The second meeting, the researcher administrated materials each students about the application of speech where the component in speech that

researcher mean here is meaning of speech itself, function of speech, and technique to arrange and delivery speech, after that the researcher explained it.

3. The third meeting, the researcher gave the students one topic about “early marriage” the researcher pair students into six group and instruction to the students make brainstorming to improve their ideas to arrange and deliver speech.
4. The fourth meeting, the researcher asked the students to deliver their speech one by one with the title “early married” which has given in the previous meeting. The researcher limited the students’ speech about 2-3 minutes for each students, after that the researcher ask them to give suggestion and critic to the speakers.
5. The fifth meeting, the researcher conducted the evaluation of the students’ error during speech in the fourth meeting, after that the researcher gave the students one topic again “sex education” and assumed them to arrange a speech with technique to arrange speech that has been given in the second meeting and researcher instruction to the students make brainstorming to improve their ideas again.
6. The sixth meeting, the researcher asked the students to deliver their speech one by one with the title “sex education” which has given in the previous

meeting. The researcher limited the students' speech about 2-3 minutes for each students.

7. The seventh meeting, the researcher conducted the evaluation of the students' error during the speech in the sixth meeting, after that the researcher gave chance to all students to ask question, comments or opinion about the topic that has been presented by the students.
8. The last meeting, the researcher ask them to prepare themselves to deliver speech about 'global warming' in post-test. The students must deliver speech directly.

3. Post-test

At the last meeting, the researcher employed a post-test to find out the value on the progression of the students after giving the treatment to know whether or not the result of post-test was better than the result of the pre-test. The item and content of posttest was the same as in the pretest.

F. Technique of Data Analysis

The data collected in this research used quantitative analysis. Mean while to get speaking score, the researcher use the scoring scale, including the accuracy, fluency, Vocabulary, and comprehensibility on the students' speaking.

To measure the ability of the students speaking on fourth components observed, the data was tabulated by referring to the score system as follow:

1) Accuracy

Classification	Score	Criteria
Excellent	5	Pronunciation is slightly influenced by the mother tongue, a few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors, a few grammatical and lexical errors but only causing confusion.
Average	3	Pronunciation is influenced by mother tongue only a few serious phonological errors several grammatical and lexical errors, some of which causing and lexical errors.
Poor	2	Serious pronunciation influenced by the mother tongue with errors causing a breakdown in communication, many grammars and lexical

		errors.
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors, no evidence of having mastered any of language skill and areas practiced in the course.

2) Fluency

Classification	Score	Criteria
Excellent	5	Speak without too great an effort with a fairly wide range of expression. Search for words occasionally by only one or two unnatural pauses.
Good	4	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Average	3	Has to make an effort for much of time often has to search for the desired meaning frequently

		fragmentary and halting delivery almost gives up making the effort at times limited range of expression.
Poor	2	Long pauses while he searches for the desired meaning frequently fragmentary and halting delivery almost gives up making the effort at times limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery at times, frequently fragmentary and halting delivery almost gives up making the effort and very limited range of expression.

3) Comprehensibility

Classification	Score	Criteria
Excellent	5	Easy for the listener to understand the speaker's intention and general meaning. Very few

		interruptions of classifications required.
Good	4	The speaker's in speaking and general meaning are fairly clear. A few interruptions by the listener for the sake of clarifications are necessary.
Average	3	Most of what the speaker says is easy to follow his intention is always clear but several interruptions are necessary to help him to convey message or to seek clarification.
Poor	2	The listener can understand a lot of what is said but he must constantly seek clarification can understand many of the speakers more complex or longer sentence.
Very poor	1	Only small bits (usually short sentences and phrases) can be understood and than with considerable effort by someone whom listening to the speaker.

4) Vocabulary

Classification	Score	Criteria
Excellent	5	Use vocabulary and idioms is virtually that of native speaker.
Good	4	Sometimes use appropriate terms and must rephrase ideas because of inadequate.
Average	3	Frequently uses the wrong word; understanding some what limited because of inadequate vocabulary.
Poor	2	Comprehension quite difficult, vocabulary limitations so extreme as to make.
Very poor	1	Conversation virtually impossible.

(Heaton,1988)

In analyzing the data collected through the pre-test and post-test, the researcher used the procedure as follows:

1. Scoring the students' answer by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Notation: P: Percentage

F: Frequency

N: The total number of students

(Gay, 1981:204)

2. Finding out of the mean score of the students' answer by using the formula:

$$\bar{x} = \frac{\sum x}{N}$$

Notation: \bar{x} : mean score

$\sum x$: the total score

N : the total number of students

(Gay, 1981: 207)

3. Finding out of the mean of the different score by using the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Notation:

t : Test of significant difference

D : The mean score of different score

$\sum D$: The sum of all score

$\sum D^2$: The Square of the sum score of difference

N : The total number of students

(Gay, 1981: 331)



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, they are the findings of research and discussion. In the discussion, there were further explanation of the finding are given.

A. Findings

The data were collected by administrating the test, the tests were done twice namely pre-test and post-test, the pretest was given before the treatment and post-test was given after the treatment.

1. The Analysis of Data

In analyzing the data, the writer gave four components classification; they are accuracy, vocabulary, fluency, and comprehension. The maximal score was 5 (five) and the minimum was 1 (one).

a. The students' pretest score

Table 1
The Students' Score in Pronunciation

No	Classification	Score	F	P (%)
1	Excellent	5	-	-
2	Very good	4	3	10 %
3	Good	3	6	20%
4	Poor	2	11	36.67 %
5	Very poor	1	10	33.33%
Total			30	100%

The table shows that none of the students can be classified as excellent, based on pronunciation illustrated that 10% of the students got very good score, 20% of them acquired good score, 36.67% of them got poor score, and 33.33% of them got very poor score. The mean score of the students was 2.06. It can be concluded that, the students have poor pronunciation before the treatments given.

Table 2

The Students' Score in Vocabulary

No	Classification	Score	F	P (%)
1	Excellent	5	-	-
2	Very good	4	3	10 %
3	Good	3	4	13.33 %
4	Poor	2	14	47.67 %
5	Very poor	1	9	30%
Total			30	100%

Table 2 above shows that, none of the students can be classified as excellent based on vocabulary, 10% of students got very good score, 13.33% of them acquired good score, 47.67% of them got poor score, and 30% of them acquired very poor score. The mean score of the students was 2.03. It can be inferred that the respondents' vocabulary was categorized as poor before the treatments.

Table 3
The Students' Score in Fluency

No	Classification	Score	F	P (%)
1	Excellent	5	-	-
2	Very good	4	2	6.67%
3	Good	3	10	33.33%
4	Poor	2	10	33.33%
5	Very poor	1	8	26.67%
Total			30	100%

Table 3 shows that, none of the students can be classified as excellent, based on fluency illustrated that 6.67% of the students got very good score, 33.33% of them got good score, 33.33% of them acquired poor score, and 26.67% of them acquired very poor score. The mean score of the students was 2.2.

Table 4
The Students' Score in Comprehension

No	Classification	Score	F	P (%)
1	Excellent	5	-	-
2	Very good	4	1	3.33%
3	Good	3	6	20%
4	Poor	2	16	53.33%
5	Very poor	1	7	23.33%
Total			30	100%

Table above shows that, none of the students can be classified as excellent in comprehension, 1 (3.33%) student got very good, 20% of them

acquired good score, 53.33% of them got poor score, and 23.33% of them got very poor score. The mean score of the students was 2.03.

Table 1, 2, 3, and 4 shows that, the total score of all the students based on pretest was 250 on their total mean score 62,5 to make clear see in appendix A.

b. The students' posttest score

Table 5
The Students' Score in Pronunciation

No	Classification	Score	F	P (%)
1	Excellent	5	1	3.33%
2	Very good	4	4	13.33%
3	Good	3	14	46.67%
4	Poor	2	6	20%
5	Very poor	1	5	16.67%
Total			30	100%

The table above shows that, there was 1 (3.33%) student can be classified as excellent based on pronunciation, 13.33% of students got very good score, 46.67% of them got good score, 20% of them acquired poor score, and 16.67% of them got very poor score. The mean score of the students was 2.60. It means that, there was an improvement on the students' pronunciation in speaking after using speech, because one student was classified as excellent from post-test score while none of the students was classified as excellent from the pretest score.

Table 6
The Students' Score in Vocabulary

No	Classification	Score	F	P (%)
1	Excellent	5	2	6.67%
2	Very good	4	2	6.67%
3	Good	3	9	30%
4	Poor	2	14	46.67%
5	Very poor	1	3	10%
Total			30	100%

Table 6 above shows that, there were 2 (6.67%) students can be classified as excellent based on vocabulary, 2 (6.67%) students got very good score, 30% of them acquired good score, 46.67% of them got poor score, and 10% of them got very poor score. The mean score of the students was 2.53. It means that, there was an improvement on the students' vocabulary in speaking, after using speech because two students were classified as excellent from post-test score while none of the student was classified as excellent from pretest score.

Table 7
The Students' Score in Fluency

No	Classification	Score	F	P (%)
1	Excellent	5	-	-
2	Very good	4	5	16.67%
3	Good	3	15	50%
4	Poor	2	10	33.33%
5	Very poor	1	-	-
Total			30	100%

Table 7 shows that, none of the students can be classified as excellent in fluency, 16.67% of the students got very good score, 50% of them acquired good score, 33.33% of them got poor score, and none of them got very poor score. The mean score of the students was 2.83. It means that, there was an improvement on the students' fluency in speaking, because five students were classified as very good from the post-test score while just two students were classified very good from the pretest score.

Table 8

The Students' Score in Comprehension

No	Classification	Score	F	P (%)
1	Excellent	5	2	6.67%
2	Very good	4	4	13.33%
3	Good	3	9	30%
4	Poor	2	16	53.33%
5	Very poor	1	1	3.33%
Total			30	100%

Table 8 shows that, there were 2 (6.67%) student can be classified as excellent based on comprehension, 13.33% of students got very good score, 30% of them acquired good score, 53.33% of them got poor score, and 3.33% acquired very poor score. The mean score of the students was 2.53. It means that, there was an improvement on the students' comprehension in speaking,

because two students were classified as excellent from the post-test score while none of the student was classified as excellent from the pre-test score.

Tables 5, 6, 7 and 8 shows that, the total score of all the students based on the pretest was 317 on their total mean score 79.25 to make it clear see in appendix B.

Table 9
Total Mean Score of Pretest and Posttest

Type of Test	Mean Score
Pretest	2.08
Posttest	2.64

The table above shows that, the mean score of the students pretest was 2.08 while the mean score of the students post-test was 2.64. It reevaluated that the mean score of the pretest and posttest obtained by the students were different.

In order to know whether or not the difference of the mean score between the two variables (pretest and posttest) were stated calmly different at the level of the significance statistically analysis. The following table shows the result of the calculation.

Table 10

The Speaking Test of the Students' Achievement

Variable	t-test	t-table
$X_2 - X_1$	12.63	2.045

The table above shows that t-test value was great than t-table. The result of the test shows that there was significant difference between the t-table and t-test ($2.045 < 12.63$), it means that, the t-table was smaller than the t-test.

B. Discussions

In this section, the writer presents the discussion of the result of the data analysis on the research having presented in the previous sub chapter. The writer divides the discussion into two parts, those are: (1) the discussion on the data analysis based on the pre-test and the post-test students' speaking ability before and after application speech, and (2) the analysis of the case that have been found during the research.

Based on the analysis of research finding, the writer concludes that speech can improve the students speaking ability at the third year of SMA Muhammadiyah 6 Makassar. It was proved by the t-test value (12.63) which was greater than t-table (2.045), it can be concluded that there is significant

difference of the students' speaking ability before and after the treatment through the application of speech.

1. The students' speaking ability before and after using speech.

The result of the data analysis, researcher concludes the significant difference between the mean score of pretest and the mean score of posttest were 2.08 and 2.64. In addition, the researcher can also find the value of the t-test and the value of the t-table (sample 30 students) were different, they were 12.63 and 2.045. It means that, using Speech is effective in improving the English speaking ability of the third year students at SMA Muhammadiyah 6 Makassar.

2. The analysis of the case that have been found during the research

In this section, the writer tries to analyze the cases that were found in the students' mistakes in speaking and factors influenced as follows:

a. Pronunciation

Based on the pronunciation in the pretest, the data shows that, none of the students could be categorized as excellent. The students classified as very good was 3 (10%) students, the number of students ordered good was 6 (20%). Because of the pronunciation problem to make reading virtually unintelligible, 11 (36.67%) students out of 30 students could be classified as poor, and 10 (33.33%) students were ordered as very poor.

In the post-test, 1 (3.33%) student was classified as excellent, 4 (13.33%) students were categorized as very good, 14 (46.67%) students also were classified as good because pronunciation problem lead to misunderstanding, 6 (20%) students were classified as poor, it was because the students' pronunciation was very hard to understand and must be asked to repeat, and 5 (16.67%) students were ordered as very poor. From the data above, the writer can conclude that, there was an improvement on the students' pronunciation in speaking.

Some factors influence the students' pronunciation, they are mother tongue and lack of practice.

b. Vocabulary

Based on the pretest, none of the students could be classified as excellent, 7 (23.33%) students were categorized very good and good. The number of the students classified as poor was 14 (46.67%) students because they have limited vocabulary and missing of word, and 9 (30%) students were classified as very poor.

In the post-test, 2 (6.67%) students were classified as excellent, 2 (6.67%) students classified as very good, 9 (30%) students were categorized as good in vocabulary because the students frequently used the difficult word, 14 (46.67%) students classified as poor in using vocabulary because they misused

of word and have very limited vocabulary, and 3 (10%) students were classified as very poor.

The factor influenced the students' vocabulary was the students tend to use inappropriate vocabulary for some arguments and limited vocabulary acquisition.

c. Fluency

Based on the data analysis shows that in pretest, none of students classified as excellent, 2 (6.67%) students classified as very good because their speaking were speech seems to be slightly affected by language, 10 (33.33%) students classified as good because their speaking was speed and fluency rather strongly affected by language problems, and 10 (33.33%) students were ordered as poor because they used vocabulary was halting and fragmentary to make speaking virtually impossible.

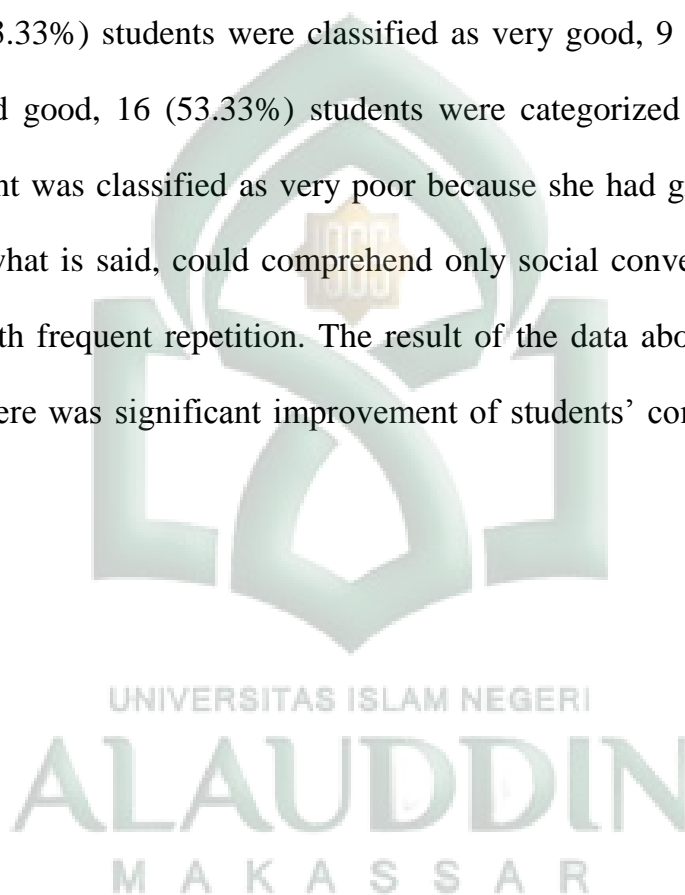
In posttest, none of student classified as excellent, 5 (16.67%) students were categorized very good, 15 (50%) students classified good, and there were 10 (33.33%) students classified poor. It means that there was an improvement on students' fluency in speaking.

d. Comprehension

In the pre-test, based on comprehension, the data shows that none of the students from 30 students were categorized excellent, 1 (3.33%) student classified as very good, because he understood nearby all the speed at normal

speed although occasionally repetition maybe necessary, 6 (20%) students were classified as good, and 16 (53.33%) students were categorized as poor because they could not understand even simple English conversation.

In the post-test, 2 (6.67%) students were classified as excellent from 30 students, 4 (13.33%) students were classified as very good, 9 (30%) students were classified good, 16 (53.33%) students were categorized as poor and 1 (3.33%) student was classified as very poor because she had great difficulties in following what is said, could comprehend only social conversation spoken slowly and with frequent repetition. The result of the data above, it could be proved that there was significant improvement of students' comprehension in speaking.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the writer presents the conclusion of the research and some suggestions.

A. Conclusions

Based on the research finding and discussion in the previous chapter, the conclusions are classified into the following:

1. The application of speech can improve the students' speaking ability of the third year of SMA Muhammadiyah 6 Makassar is effective. It is proved by the result after applying speech method, most of the students are brave to speak in front of their friends because they are responsible for accessing and managing the information they gather.
2. Using the application of speech to improve the students speaking ability at the third year of SMA Muhammadiyah 6 Makassar is effective to be used. It is indicated by the significance different between mean score in pretest and posttest, which is 62.5 in the pre-test and 79.25 in the post-test.
3. The application of speech is effective to improve the students' speaking ability of the third year of SMA Muhammadiyah 6 Makassar. The

improvement can be seen through the statistical analysis that t-test value (12.63) was greater than the t-table value (2.045).

B. Suggestions

Relating to the conclusion above, the writer gives some suggestions for improving the students' speaking ability.

Based on the conclusion above, the researcher would like to give some suggestions as follow:

1. Teachers of English may be give the exact technique in teaching English, especially in teaching speaking based on the students' level. Since the command of the students taught by using speech improves significantly, the researcher suggests the teacher may apply this technique in teaching speaking in senior high school level.
2. Teacher have to teach speaking intensively in order to improve the students ability to speak English and increase the students self confidence to speak English.
3. It is recommended to the readers of this thesis to carry out a deepest investigation to examine whether or not the application speech can also develop the command of the students in writing a speech.

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APPENDIX A

THE STUDENTS' PRE-TEST SCORE

No	Name	Accuracy	Fluency	Comprehensibility	Vocabulary	Total	Mean
1	A.Zhahban R	2	3	3	3	11	2,75
2	Amoy	3	3	2	2	10	2,5
3	Ansar Asis	1	2	1	2	6	1,5
4	Ayu Saraswati	2	2	2	2	8	2
5	Chaerun Nisa A.	2	1	1	2	6	1,5
6	Dadang Kurniawan	4	4	3	4	15	3,75
7	Fahrul	1	2	2	1	6	1,5
8	Fitriah Ramadhan	1	3	2	2	9	2,25
9	Hermawan Pranata	2	3	2	1	8	2
10	Maya Islamicha	1	1	2	2	6	1,5
11	M. Risa Budiawan	2	3	2	2	9	2,25
12	Muh. Azhar	1	1	2	2	6	1,5
13	Mujahidah S	2	3	2	2	9	2,25
14	Nurul Khomariah	1	1	2	1	5	1,25
15	Niswa Haris	2	3	2	1	8	2
16	Nirmala	4	4	3	3	14	3,5
17	Rafika	3	2	1	2	8	2
18	Rachmat Al Qodri	1	1	1	2	5	1,25
19	Riyan Irfandi	2	1	2	1	6	1,5
20	Risna Halman	3	2	2	1	8	2
21	Sumiati	1	1	2	2	6	1,5
22	Shinta Ayu Febrina	3	3	3	4	13	3,25
23	Siddiq Joko S	1	2	1	1	5	1,25
24	Sapiana Supriadi	1	2	2	2	7	1,75
25	Shinta Amini	2	3	3	3	11	2,5
26	Samsinar	3	2	3	3	11	2,75
27	Tauwil Ahmad	4	3	4	4	15	3,75
28	Vikha Aulia	3	2	2	1	8	2
29	Wahyu Fitrah	2	2	1	1	6	1,5
30	Wahyuni Arni	2	1	1	2	6	1,5
	Total	62	66	61	61	250	62.5

APPENDIX B

THE STUDENTS' POST-TEST SCORE

No	Name	Accuracy	Fluency	Comprehensibility	Vocabulary	Total	Mean
1	A.Zahban R	3	3	4	3	13	3,25
2	Amoy	4	2	3	3	12	2
3	Ansar Asis	3	3	2	2	10	2,5
4	Ayu Saraswati	2	3	2	3	10	2,5
5	Chaerun Nisa A	3	2	2	2	9	2,25
6	Dadang Kurniawan	4	4	4	5	17	3,25
7	Fahrul	1	2	3	2	8	2
8	Fitriah Ramadhan	2	3	3	2	10	2,5
9	Hermawan Pranata	3	3	2	2	10	2,5
10	Maya Islamica	1	2	2	2	7	1,75
11	M. Risa Budiawan	3	3	2	2	10	2,5
12	Muh. Azhar	1	2	2	2	7	1,75
13	Mujahidin S	3	3	2	3	11	2,75
14	Nurul Khomariah	1	2	2	1	6	1,5
15	Niswa Haris	3	3	3	2	11	2,75
16	Nirmala	4	4	4	4	16	4
17	Rafika	3	3	2	3	11	2,75
18	Rahmat Al Qodri	2	3	2	3	10	2,5
19	Riyan Irfandi	3	2	2	1	8	2
20	Risna Halman	3	3	3	2	11	2,75
21	Sumiati	1	2	2	2	7	1,75
22	Shinta Ayu Febrina	4	4	3	4	15	3,75
23	Siddiq Joko S	2	3	2	2	9	3
24	Sapina Supriadi	2	2	3	2	9	3
25	Shinta amini	3	4	3	3	13	3,25
26	Samsinar	3	3	3	3	12	2
27	Tauwil Ahmad	5	4	4	5	18	4,5
28	Vika Aulia	3	3	2	2	10	2,5
29	Wahyu Fitrah	3	3	2	1	9	3
30	Wahyuni Arni	2	2	1	3	8	2
TOTAL		80	85	76	76	317	79.25

APPENDIX C

RAW DATA OF THE STUDENTS' SCORE

No	Respondent	Score		D (X ₂ -X ₁)	D ²
		Pretest (X ₁)	Posttest (X ₂)		
1	A.Zahban R	2,75	3,25	0.5	0.25
2	Amoy	2,5	2	0.5	0.25
3	Ansar Asis	1,5	2,5	1	1
4	Ayu Saraswati	2	2,5	0.5	0.25
5	Chaerun Nisa A	1,5	2,25	0.75	0.5625
6	Dadang Kurniawan	3,75	3,25	0.5	0.25
7	Fahrul	1,5	2	0.5	0.25
8	Fitriah Ramadhan	2,25	2,5	0.5	0.25
9	Hermawan Pranata	2	2,5	0.5	0.25
10	Maya Islamic	1,5	1,75	0.25	0.0625
11	M. Risa Budiawan	2,25	2,5	0.25	0.0625
12	Muh. Azhar	1,5	1,75	0.25	0.0625
13	Mujahidin S	2,25	2,75	0.5	0.25
14	Nurul Khomariah	1,25	1,5	0.25	0.0625
15	Niswa Haris	2	2,75	0.75	0.5625
16	Nirmala	3,5	4	0.5	0.25
17	Rafika	2	2,75	0.75	0.5625
18	Rachmat Al Qodri	1,25	2,5	1.25	1.5625
19	Riyan Irfandi	1,5	2	0.5	0.25
20	Risna Halman	2	2,75	0.75	0.5625
21	Sumiati	1,5	1,75	0.25	0.0625
22	Shinta Ayu Febrina	3,25	3,75	0.5	0.25
23	Siddiq Joko S	1,25	3	1	1
24	Sapina Supriadi	1,75	3	0.5	0.25
25	Shinta Amini	2,5	3,25	0.5	0.25
26	Samsinar	2,75	2	0.25	0.0625
27	Tauwil Ahmad	3,75	4,5	0.75	0.5625
28	Vika Aulia	2	2,5	0.5	0.25
29	Wahyu Fitrah	1,5	3	0.75	0.5625
30	Wahyunu Arni	1,5	2	0.5	0.25
TOTAL		62.5	79.25	16.75	11.0625

APPENDIX D

THE MEAN SCORE OF THE STUDENTS' TEST

The formula of the mean score is:

$$\bar{X} = \frac{\sum X}{N}$$

Pretest: $\sum X_1 = 62.5$

$$N = 30$$

$$\bar{X} = \frac{62.5}{30}$$

$$\bar{X} = 2.08$$

Posttest $\sum X_2 = 79.25$

$$N = 30$$

$$\bar{X} = \frac{79.25}{30}$$

$$\bar{X} = 2.64$$



APPENDIX E

THE MEAN SCORE OF SCORING CLASSIFICATION

Pretest : Pronunciation : $\frac{62}{30} = 2.06$

: Vocabulary : $\frac{61}{30} = 2.03$

: Fluency : $\frac{66}{30} = 2.2$

: Comprehension : $\frac{61}{30} = 2.03$

Posttest : Pronunciation : $\frac{80}{30} = 2.66$

: Vocabulary : $\frac{76}{30} = 2.53$

: Fluency : $\frac{85}{30} = 2.83$

: Comprehension : $\frac{76}{30} = 2.53$

APPENDIX F

THE SIGNIFICANCE DIFFERENT

$$\Sigma D = 16.75$$

$$\bar{D} = \frac{\Sigma D}{N}$$

$$\Sigma D^2 = 11.0625$$

$$\bar{D} = \frac{16.75}{30}$$

$$N = 30$$

$$\bar{D} = 0,56$$

1. t-Test

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

$$t = \frac{0,56}{\sqrt{\frac{11.0625 - \frac{(16.75)^2}{30}}{30(30-1)}}$$

$$t = \frac{0,56}{\sqrt{\frac{11.0625 - \frac{280.5625}{30}}{30(29)}}$$

$$t = \frac{0,56}{\sqrt{\frac{11.0625 - 9.352}{870}}}$$

$$t = \frac{0,56}{\sqrt{\frac{1,7105}{870}}}$$

$$t = \frac{0,56}{\sqrt{0.0019661}}$$

$$t = \frac{0,56}{0,044341}$$

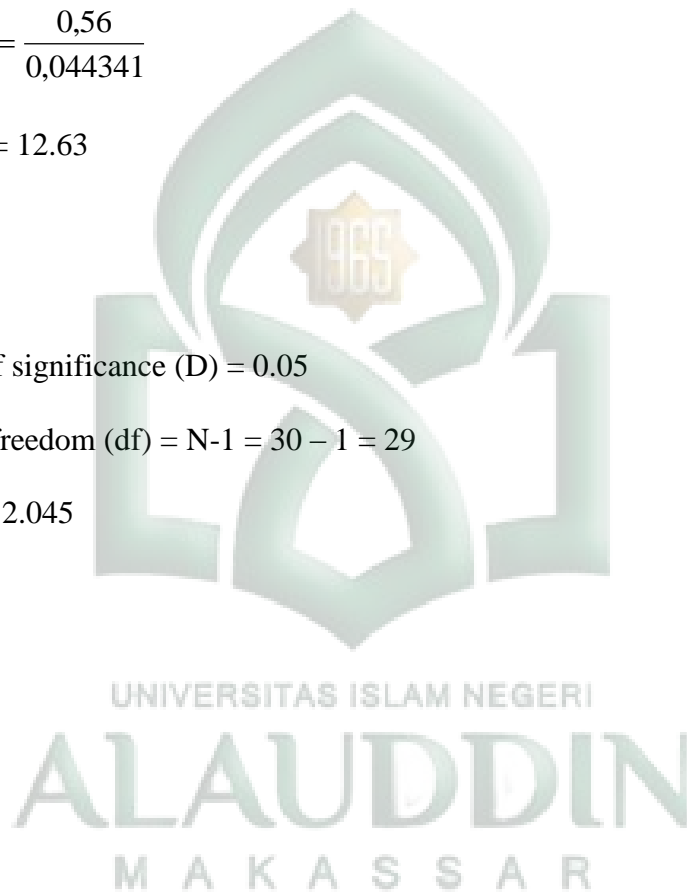
$$t = 12.63$$

2. t-Table

For level of significance (D) = 0.05

Degree of freedom (df) = N-1 = 30 – 1 = 29

t – Table = 2.045



APPENDIX I
Distribution of t –Table

Df	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0,01
	Level of Significance for one-tailed test					
	0,25	0,1	0	0,025	0,01	0.005
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576



UNIVERSITAS ISLAM NEGERI
ALAUDDIN
M A K A S S A R

LESSON PLAN

School : SMA Muhammadiyah 6 Makassar
Subject : English
Class/Semester : XII/1
Theme : Speech
Skill : Speaking
Time : 2 x 24 minute

A. Standart competence:

Express nuance of meaning in transactional conversation and interpersonal.

B. Basic Competence :

Express nuance meaning in spoken language by using appropriate variety, fluency, and accuracy in interpersonal and transactional conversation based on the speech that will be delivery.

C. Indicators of achievement:

1. The students are expected to communicate with each other related with the theme, which have been given.
2. The students are expected to communicate in front of class with the topic which have been given.
3. The students are able to express how to exchange informations, idea and feeling in interpersonal interactions.
4. The students can express the speech in the front of interpersonal interactions
5. The students can speak English with good pronunciation

D. The essensial material of the lesson

Speaking based on the speech topic they have been given

E. Teaching and language activities

1. Pre-activities

- a. Greeting
- b. The teacher introduce the material
- c. The teacher motivate the students to learn

2. While-activities

- a. The students make form of speech about one topic that have been given
- b. The students practice speaking to delivery speech in front of class

3. Post-activities

- a. The teacher give score to the students in practice speaking
- b. The teacher give feedback about the topic that have been presented
- c. The teacher close the meeting.

F. Method and media

Method : Application of speech

Media : Recorder

G. Evaluation

1. Pretest
2. Posttest



The Researcher

M A R Y A M

LESSON PLAN

School : SMA Muhammadiyah 6 Makassar
Subject : English
Class/Semester : XII/1
Theme : Speech
Skill : Speaking
Time : 2 x 24 minute

A. Standart competence:

Express nuance of meaning in transactional conversation and interpersonal.

B. Basic Competence :

Express nuance meaning in spoken language by using appropriate variety, fluency, and accuracy in interpersonal and transactional conversation based on the speech that will be delivery.

C. Indicators of achievent:

1. The students are expected to communicate with each other related with the theme, which have been given.
2. The students are expected to communicate in front of class with the topic which have been given.
3. The students are able to express how to exchange informations, idea and feeling in apply a speech.
4. The students can express the speech in the front of audience.
5. The students can speak English with good pronunciation

D. The essensial material of the lesson

Speaking based on the speech topic they have been given

E. Teaching and language activities

1. Pre-activities
 - a. Greeting
 - b. The teacher distribute the material each students
 - c. The teacher motivate the students to learn
 - d. The teacher give information

2. While-activities
 - a. The teacher established friendly relationship with the students.
 - b. The students learn about how to arrange a good speech
 - c. The students make form of speech about one topic that have been given
 - d. The students practice speaking to delivery speech in front of class
3. Post-activities
 - a. The teacher give score to the students in practice speaking
 - b. The teacher close the meeting.

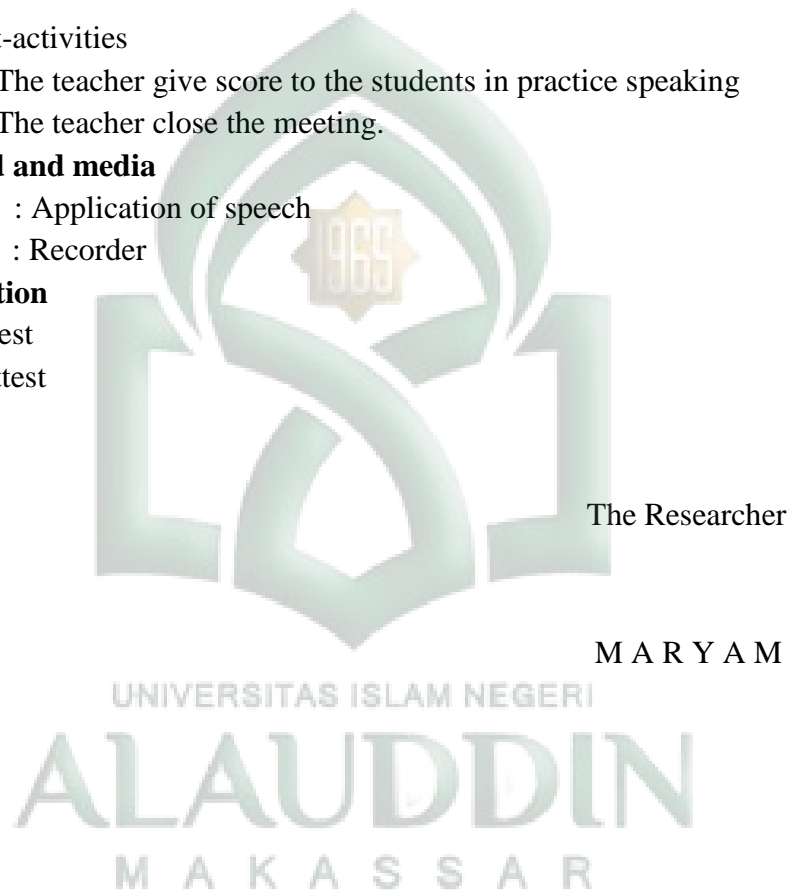
F. Method and media

Method : Application of speech

Media : Recorder

G. Evaluation

1. Pretest
2. Posttest



LESSON PLAN

School : SMA Muhammadiyah 6 Makassar

Subject : English

Class : XII/1

Theme : Speech about:

- a. Early Marriage
- b. Sex Education

Skill : Speaking

Time : 2 x 24 minute

A. Standart competence :

Express nuance of meaning in transactional conversation and interpersonal.

B. Basic Competence :

Express nuance meaning in spoken language by using appropriate variety, fluency, and accuracy in interpersonal and transactional conversation based on the speech that will be delivery.

C. Indicators of achievent:

1. The students are expected to communicate in front of class with the topic which have been given.
2. The students are able to express how to exchange informations, idea and feeling in apply a speech.
3. The students can express the speech in the front of audience
4. The students can speak English with good pronunciation.

D. The essensial material of the lesson

Speaking based on the speech topic they have been given

E. Teaching and language activities

1. Pre-activities
 - a. Greeting
 - b. The teacher call the roll of the students
 - c. Ask the students knowledge about the last meeting
 - d. The teacher motivate the students to learn
2. While-activities
 - a. The teacher established friendly relationship with the students
 - b. The teacher introduce the topic
 - c. The teacher pair the students into six group to make brainstorming that have been given
 - d. The teacher explains a little bit about the topic
 - e. The teacher ask to the students come back to their seat to arrange a speech
 - f. The students make form of speech about one topic that have been given
 - g. The students practice speaking to delivery speech in front of class
3. Post-activities
 - a. Ask the students about their difficulties/problems during the lesson process
 - b. The teacher make feedback from each students about the performance of the speaker
 - c. The teacher give conclusion about the guided topic than have been talked
 - d. The teacher close the meeting

F. Method and media

Method : Application of speech

Media : Recorder

G. Evaluation

1. Pretest
2. Posttes

The Researcher

M A R Y A M

LESSON PLAN

School : SMA Muhammadiyah 6 Makassar
Subject : English
Class/Semester : XII/1
Theme : Speech
Skill : Speaking
Time : 2 x 24 minute

A. Standart competence :

Express nuance of meaning in transactional conversation and interpersonal.

B. Basic Competence :

Express nuance meaning in spoken language by using appropriate variety, fluency, and accuracy in interpersonal and transactional conversation based on the speech that will be delivery.

C. Indicators of achievent:

1. The students are expected to communicate in front of class with the topic which have been given.
2. The students are able to express how to exchange informations, idea and feeling in apply a speech.
3. The students can express the speech in the front of audience
4. The students can speak English with good pronunciation.

D. The essensial material of the lesson

Speaking based on the speech topic they have been given

E. Teaching and language activities

1. Pre-activities
 - a. Greeting
 - b. The teacher call the roll of the students
 - c. Ask the students knowledge about the last meeting
 - d. The teacher motivate the students to learn

2. While-activities
 - a. The teacher established friendly relationship with the students
 - b. The teacher introduce the topic will be deliver in the next meeting (post test)
3. Post-activities
 - a. Ask the students about their difficulties/problems during the lesson process
 - b. The teacher give conclusion about the guided topic than have been talked
 - c. The teacher close the meeting

F. Method and media

Method : Application of speech

Media : Recorder

G. Evaluation

1. Pretest
2. Posttes



CURRICULUM VITAE



The writer, Maryam, was born on Enrekang 23th 1987 in Pasang Kab. Enrekang, South Sulawesi. She has one sister and one brother. She is the third child of Longi and Hj. Nurhaena.

In 1993, she started her education in SD 115 Pasang Kec. Maiwa Kab. Enrekang and graduated in 1999. She continued her study in SMPN 05 Maiwa Kab. Enrekang and graduated in 2002. And then she continued her study in SMAN 1 Enrekang and graduated in 2005. In 2006, she was accepted as a student in English Department, Tarbiyah and Teaching Training Faculty, State Islamic University of Alauddin Makassar.

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M A K A S S A R